

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 2005 N. Central Ave., Room 106, Phoenix, Arizona, on March 2, 2010, from 10:45 a.m. – 3:30 p.m.

Members Present

Ronald L. Clanton
Susan Douglas
Dr. Barbara Ganz
Robert Hill, Ed.S.
Gail Jacobs, Ed.D.
Dr. Ida Malian
Kimberly A. Peaslee
Terisa Rademacher, Co-chair
Kim Simmons
Kay B. Turner, Ed.D, Vice-chairperson
Char Ugol
Nancy K. Williams, Co-Chair

Others Present

Valerie Andrews James, ADE/ECSE
Cyndi Bolewski, ADE/ESS
Roberta Brown, ADE/ESS
Colette Chapman, ADE/ESS
Becky Raabe, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Molly Bright
M. Diane Bruening
D.J. Carpenter
Sam Carpenter
Dave Graham
Ileen G. Herberg
Alecia Jackson
Kathy McDonald

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 10:45 a.m.	1. None.
2. Approval of January 19, 2010 minutes	<p>Gail Jacobs made a motion which was seconded by Kay Turner to approve the minutes of the January 19, 2010 meeting.</p> <p>Robert Hill noted a correction to the minutes.</p> <p>Kay Turner made a motion which was seconded by Ron Clanton to approve the minutes, as amended, of the January 19, 2010 meeting.</p> <p>The motion, as amended, was approved.</p>	2. Approved.
3. Public comment.	Ms. Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed.	3. None.
4. Parent Training and Information Center – Raising Special Kids	<p>Rita Kenison, Raising Special Kids (RSK), gave the Panel an overview of the agency's services.</p> <p>Services include: parent mentoring, trainings for parents, and one-on-one parent consultations. All RSK services are at no cost to families. Training topics include: special education overview, parents' rights, self-advocacy for youth and bully-free environments.</p> <p>RSK staff members are not parent advocates. They will help parents understand a student's IEP but they do not attend IEP meetings to speak on a parent's behalf.</p> <p>The highlights of the FY09 outcomes included: 192 trainings and presentations; 5,502 parents received information, training, and assistance; and 3,540 professionals were supported with training and information.</p> <p>Some of the trends noted by RSK: increase in requests for helping children with Asperger's and Bipolar; minimal or no post-secondary transition plans; and assistive technology not considered for children with motor or low verbal skills.</p> <p>Of the parents who call RSK, some of the disabilities include: developmental delay – at risk; autism; other health impaired; ADD/ADHD and speech/language.</p> <p>Ms. Kenison gave the Panel some tips on how to refer families to Raising Special Kids.</p>	4. None.

Topic	Discussion	Outcome
	Ms. Kenison fielded questions from the Panel.	
5. Parent Information Network.	<p>Becky Raabe, Coordinator of Child Find and Parent Information Network, ADE/ESS, provided the Panel with a program overview.</p> <p>There are nine PIN Specialists throughout Arizona. All of the specialists are parents of a child with a disability so they can identify with the parents who call for help and advice. Parents can currently contact the PIN through e-mail or their hotline number.</p> <p>The purpose the PIN is to provide information to families through training and resources. PIN specialists coordinate trainings with Raising Special Kids. PIN trainings include: participation in the special education process, participation in the IEP process, parents as advocates, early childhood transition and secondary transition. Video-led workshops are also available.</p> <p>The PIN provides resources in many different areas such as assistive technology and behavior. There is a lending library as well as many resources which can be accessed through their website: https://www.ade.az.gov/ess/das/pinspals/.</p> <p>PIN Specialists provide consultation on rights and responsibilities and the parent's role in the IEP process. They also provide technical assistance to schools. The PIN is responsible for conducting the Parent Survey, which is part of the ADE monitoring process. Parents are provided the forms during an IEP meeting. The forms are then returned to the PIN. There are 175 schools involved in completing the survey this school year.</p> <p>PINs have access to and are partnered with ESS specialists to provide families with technical assistance.</p> <p>Ms. Raabe also provided the Panel with information regarding the Enhancing Arizona's Parent Network (EAPN). EAPN provides families with information about Arizona parent groups and agencies.</p> <p>Ms. Raabe fielded questions from the Panel.</p>	5. None.
6. Exceptional Student Services.	<p>Colette Chapman, Deputy Associate Superintendent, Department of Education, Exceptional Student Services (ADE/ESS) updated the Panel on activities and events.</p> <p>The Annual Performance Report (APR) for FFY 2008-09 was submitted on January 29, 2010, three days prior to the deadline of February 1, 2010. Changes were made to the report just prior to submission due to last minute changes to reporting requirements by the Office of Special Education (OSEP).</p>	6. None.

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	<p>Cynthia Bolewski, Director, ADE/ESS gave the Panel a report on the changes to Indicators that were required by OSEP. The changes affected data calculations.</p> <p>The data calculations changed the numbers reported in the APR. This caused Arizona to miss some of its Indicator targets. Ms. Bolewski reviewed the changes and outcomes.</p> <p>If OSEP asks the State of Arizona to correct its data this will be done in April 2010.</p> <p>The APR has been posted on the ADE website. Hard copies will be available to SEAP after ESS makes its April changes for OSEP.</p> <p>Indicator 7, Preschool Outcomes, has been revised. Ms. Bolewski and Valerie Andrews James, Director, Early Childhood Special Education (ECSE) briefly reviewed the changes and answered Panel questions. OSEP required that baseline data and targets be set for this year's report.</p> <p>Ms. Bolewski also reviewed updates to Indicators 10, 15, 19 and 20.</p> <p>Ms. Bolewski is beginning to compile the public reports that are due to be posted on the ADE website by June 1, 2010. The public reports are comprised of Indicators 1-14. The information will be disseminated to all the special education administrators to be reviewed before the information is posted to the website.</p> <p>Ms. Bolewski is also starting to review the data for Indicators 4A and 4B (Indicator 4: Suspension/Expulsion). For the first time, Arizona will be required to report on 4B, which is suspension/expulsion by ethnicity. Indicator 4B is a 0 percent compliance indicator.</p> <p>The OSEP Verification Visit was November 16, 17, 18, and 19. OSEP had 90 days from the end of the visit to submit the final report to ADE. The deadline has been extended by OSEP due to the recent extreme weather in Washington, DC.</p>	
7. Task Force on Best Practices in Special Education and Behavior Management.	<p>At the January 19, 2010 meeting SEAP began addressing the issue of the report to the Arizona State Board of Education which was developed by the Task Force on Best Practices in Special Education and Behavior Management. This Task Force was created in response to SB 1197.</p> <p>Mr. Michael Remus, Special Education Director, Deer Valley Unified School District and Chairperson for the Task Force presented at the January meeting in order to further inform SEAP on the purpose of the Senate Bill and the creation of the Task Force.</p>	7. Multiple motions made: 1 was defeated; 1 approved

Topic	Discussion	Outcome
	<p>Following Mr. Remus' presentation the Panel decided to follow up with the State Board to ensure that report was disseminated to school district governing boards in a timely fashion so that the school boards would have time to consider adopting the recommendations. Panel members also decided that they would like to have more information from stakeholders groups regarding the impact of the report.</p> <p>Representatives from the following agencies were invited to present at this meeting:</p> <p>Jim Deaton, Director of Policy Services, Arizona School Boards Association (ASBA) Jean Ajamie, Education Director, Arizona Dept. of Education, School Safety and Prevention Joann Sheperd, Staff Attorney, and Renaldo Fowler, Senior Staff Advocate, Arizona Center for Disability Law</p> <p>Ms. Rademacher reported that SEAP had not received a response from the State Board regarding the memo that was sent to them after the January 19, 2010 SEAP meeting. One portion of the memo asked that the State Board disseminate the Task Force report to Arizona schools. Ms. Rademacher reported that it was her understanding that the report had been disseminated.</p> <p>Jim Deaton told the Panel that the job of Policy Services begins when the Legislature passes a bill. Policy Services does not give legal advice; they give policy consultation. It their job to interpret the law into policy recommendations.</p> <p>The target audience of Policy Services is governing board members and superintendents. For SB1197 Policy Services also included special education directors.</p> <p>On February 21, 2010 Policy Services issued Policy Advisory 371 to all school board members in the state.</p> <p>Policy Services was challenged to meet two substantial goals: (1) create a means by which districts could clearly establish whether there is acceptance of the Recommendations in total, rejection (the reciprocal of adoption) of the Recommendations in total, or modification of some or all of the Recommendations, and (2) devise a strategy that enables Policy Services to manage the volume and content of the responses. A form was created that covers each point identified by the task force in its recommendations.</p> <p>School Board members need to consider and submit the form to Policy Services by June 30, 2010.</p>	

Topic	Discussion	Outcome
	<p>Mr. Deaton answered questions from the Panel.</p> <p>SEAP invited Jean Ajamie, Education Director, School Safety and Prevention to speak to the Panel about the possibility of including a data point for seclusion and restraints in the AZ Safe Schools reporting system.</p> <p>It was a recommendation by the Task Force that the AZ Safe Schools report include the tracking of seclusion and restraints. School Safety and Prevention would be open to doing this. In order to do this however, they would need the statutory authority to include it.</p> <p>Susan Douglas expressed her concerns about confidentiality of the report and her concerns about the restraint information being included in a child's records via AZ Safe Schools.</p> <p>The AZ Safe Schools report includes data collected from schools regarding safety and disciplinary action by the school. Ms. Ajamie summarized the type of information that is collected for the report and the reason the information is collected. The purpose of the system is to improve the reported data and better standardization of what the violations are, as well as the terms and the definitions.</p> <p>Ms. Ajamie addressed Ms. Douglas' concerns about student confidentiality. Incident reports are student specific. School information isn't transferrable so this information wouldn't be able to be accessed by the next school a student attends.</p> <p>Ms. Ajamie answered questions from the Panel.</p> <p>Ms. Ajamie's e-mail address is jean.ajamie@azed.gov.</p> <p>Ms. Rademacher introduced Joann Sheperd, Staff Attorney, and Renaldo Fowler, Senior Staff Advocate, Arizona Center for Disability Law (ACDL).</p> <p>ACDL is a non-profit law firm. It is part of a nationwide network of protection and advocacy agencies. There is a sister agency in every state. ACDL advocates and protects the human and civil rights of people with disabilities. ACDL lawyers are authorized to take legal action in the areas they practice in on behalf of individuals with disabilities.</p> <p>ACDL receives over 1,000 phone calls a year regarding special education issues. Approximately 60% of the calls concern areas of noncompliance (example: IEP services not being provided). In the last year ACDL has received approximately 50 calls regarding seclusion and restraints. Special education calls are the majority of the approximately 3,000 calls received per year.</p>	

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	<p>Ms. Sheperd spoke about, "School Is Not Supposed to Hurt", a report compiled by the National Disabilities Rights Network (NDRN). The report can be found on the NDRN website: ndrn.org.</p> <p>Arizona is one of 19 states that do not regulate restraint or seclusion. The Center believes that legislation and regulation is necessary on the state level as well as the federal level. This subject is currently under consideration at the federal level. The Center will continue to advocate for legislation in the State of Arizona.</p> <p>The number of calls to The Center on seclusion and restraint has increased recently. The calls come from across the state, both large and small districts. Ms. Sheperd gave the Panel examples of the calls they have received.</p> <p>The Center, as part of its protection and advocacy, has the authority to investigate reports of abuse in schools. Based on their investigations, they plan to use the information to work toward legislation regulating restraint abuse.</p> <p>Panel members discussed the information they had received from the stakeholder groups.</p> <p>Char Ugol moved that "SEAP put a link on the ESS website to educate parents and educators on what to do if a child is hurt at school"</p> <p>Barbara Ganz seconded the motion.</p> <p>Panel discussion followed. Panel members felt that the link would be confusing. Individuals following the link might click on it for any injury that happened at school, ie: falling down on the playground, etc. It was also felt that it was the job of SEAP to report unmet needs to the State Board, not educate the public and that this task was not within their responsibilities.</p> <p>The motion was defeated.</p> <p>Becky Raabe told the Panel that the PINS could possibly include an article on how to report injuries in the PIN Newsletter.</p> <p>Nancy Williams moved, "Postpone action on this item until the May meeting". Gail Jacobs seconded the motion. Panel discussion followed the motion. The motion was carried unanimously.</p>	
8. Early Childhood Special Education (ECSE)	Ms. James updated the Panel on the Request for Proposals (RFP) for testing on Indicator 7: Preschool Outcomes. The RFP may be released by the end of March. A team is in place to	8. None.

Topic	Discussion	Outcome
	review the proposals. The RFP will be open about one month.	
	ECSE hopes that by the end of the 2009-2010 school year an instrument will be in place. PEAs will have a year to transition to the new test. It will then be implemented in the 2011-2012 school year.	
	Due to a loss of quorum, Ms. James was unable to finish her report.	
9 Adjournment.	The next SEAP meeting will be scheduled for May 18, 2010. Ms. Rademacher adjourned the meeting at 2:55 meeting due to loss of quorum.	9. Adjournment.